

AB

A STUDY OF THE VISUAL AIDS USED IN AUDITORY
COMPREHENSION CLASS AND THEIR INFLUENCES ON
UNDERSTANDING ENGLISH SPOKEN TEXTS

2003

THESIS



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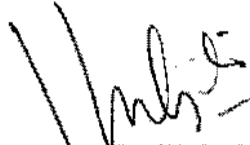
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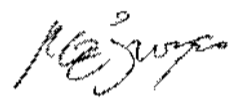
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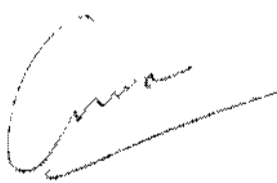
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ABSTRACT

Trihastutie, Nopita: "A Study of The visual aids Used In Auditory Comprehension Class And Their Influences On Understanding English Spoken Texts". A thesis submitted as a partial fulfilment of the requirement for the Sarjana Degree of the English Department, Faculty of Letters, Airlangga University, 2003.

Understanding foreign speech is a complex activity involving a large number of different skills and abilities. Most people, who learn English as second language, have difficulty in understanding spoken text. They are good at other basic skills, but still have trouble in understanding what English native-speakers say in live situation or through recording. Visual aids can make listening easier simply because they attract learners' attention and help and encourage them to focus on the subject at hand. Based on the phenomena, the writer attempts to find out whether there is influence of visual aids on the understanding of English spoken text and whether the use of visual aids also gives effect on level of stress and attention.

This study is a quantitative study. The data in this study were obtained from result of the respondents' pre-test, semantic differential scale questionnaire and post-test. The data were taken from 50 respondents that had fulfilled certain qualifications and divided into 2 groups: experimental and control group. The experimental group was treated with visual aids while the control group was treated without visual aids. The data are presented in tables. The listening test data are calculated statistically while for the questionnaire data, the writer counted the total percentage of each component aspect. After analyzing the data, the writer makes the interpretation of the results test and questionnaire.

The result of this study shows that there is influence of visual aids on the understanding of English spoken texts and the visual aids also give positive effects on the students' attention and stress level. Visual aids, therefore, are likely to heighten motivation and concentration. It is relatively difficult to concentrate on spoken material that is heard 'blind', but it is far easier to focus because there is something relevant to look at. With visual aids, listening can be more interesting and the student will not easy to get bored with it. They can listen the recording and do the exercise in a relaxed manner. Regarding learning modalities and types of learner, visual aids can be used to help learners who tend to use only single learning modality. Especially, visual aids can help the visual and kinetic type learners.